DOCUMENT RESUME

ED 144 285 EC 102 221

AUTHOR	Tucker, Jamie, Comp.; And Others
TITLE	Good Ideas: An Activity Book for Early Childhood.
INSTITUTION	Austin Independent School District, Tex.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	76
NOTE	96p.; For related information, see EC 102 210 - EC 102 220
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	*Activities; Class Activities; Creative Expression; *Early Childhood Education; Games; *Handicapped Children; Language Development; Motor Development; Music; Perceptual Development; Sciences; Social Development
IDENTIFIERS	*Austin Early Childhood Special Education Program

ABSTRACT

Presented are descriptions of 245 activities for use with young handicapped children. The activities, compiled by teachers in the Austin Early Childhood Special Education Program, are grouped according to the following 12 areas: pre-academic, language, science, perceptual, motor, games, music and creative expression, social-emotional, arts and crafts, cooking, holidays, and helpful hints for the classroom. Entries include name of the activity, underlying concept, brief description, and when appropriate, a cross-index with another curriculum area. In addition, each section is concluded with a list of related activities and their numbers. (CL)

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Good Ideas

An Activity Book
For Early Childhood

1976

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Teachers

Early Childhood Special Education
Austin Independent School District

EC102221

The Austin Early Childhood
Special Education Program

GOOD IDEAS: AN ACTIVITY BOOK FOR EARLY CHILDHOOD

Outreach Project
Austin Early Childhood Special Education
Austin Independent School District

Fall, 1976

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The activities listed in this book were originally contained in monthly "Good Ideas" newsletters. These newsletters were compiled by Linda Perrin, Jamie Tucker, and Donna Nolan, helping teachers from the Austin Early Childhood Special Education (AECSE) Program, and were distributed to AECSE teachers and those Austin Independent School District kindergarten teachers who received helping teacher services.

The ideas and activities were gathered from AECSE and kindergarten classrooms, professional conferences, and the personal repertoire of the helping teachers. They have been grouped according to curriculum areas for easy reference. Each activity is listed under its primary curriculum area and is cross-referenced to other curriculum areas if appropriate.

Every activity in this booklet has been assigned a unique number which appears in the outer margin. Listed at the top of each page are the unique numbers of the activities described on that page, and listed at the end of each curriculum section are the unique numbers and names of activities in other sections which relate to that particular section. The table of contents lists each curriculum section and the corresponding unique numbers of activities in that section.

This listing is necessarily incomplete; those who use the ideas and activities are encouraged to expand them, adapt them, and create from them.

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Pre-Academic

Pre-Academic Activities

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See and Jump (matching)

Draw patterns on pieces of heavy paper. Place 2 of these on the floor. Draw one of the two patterns on the blackboard, or display a card that shows one of the patterns. The child jumps or hops to the pattern card on the floor that matches the one displayed. 1

For the child who can match one card, display two or three cards in a sequence, and have the child jump on the pattern cards in the order they were shown.

Matching Socks (matching)

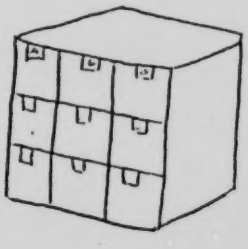
Cut pairs of socks from posterboard. On one pair, draw or paste circles, on another pair triangles, and so on. (Other concept ideas can be used such as pairs of numerals, letters, colors, objects in different spatial positions, etc.). Put up a small clothesline and provide clothespins. Put the socks in a small basket and let the child "sort the laundry" by finding matching pairs of socks and hanging them on the line. 2

Egg Carton Match (matching)

In each cup of an egg carton, designate a color, number, shape, letter, etc. by writing the symbol on the carton itself or on a small card attached to the cup. Make small cards with numerals, shapes, colors, etc. on them to match the cups of the carton. The child matches the cards to the appropriate cups. The small cards can be kept inside the carton for easy storage. 3

Postal Sort (matching)

Turn a sectional box on its side and tape small tabs to each section. Designate a numeral, letter, shape, color, etc. on each tab. Make a set of cards with symbols that match the tabs on the box, or write the symbols on small envelopes if the box is large enough. The child sorts the "letters" into the appropriate mail slot by matching the card to the tab. 4



Color Exchange (color)

The children form a circle facing toward the center, with one child inside the circle. Each child has a colored paper circle
5 hanging around his neck. Make sure there are at least two of each color. The child in the middle names a color. All children wearing this color around their necks exchange places, and the child in the center tries to take one of their places. The child left without a place stands in the center and calls another color.

What Color Is It? (color)

Each child has six colored squares (or fewer if he is just
6 learning color names). The teacher names items of a particular color, for example "tree, frog, lettuce." The child holds up the color square that describes the items named.

Shapes Boxes (shapes)

Cut basic geometric shapes in the sides of a large packing
7 box. Then give directions for the child to follow, such as "go in the square, come out the circle."

Geometric Verse (shapes)

Display brightly colored shapes (circle, square, triangle, rectangle) for children to see. Use the following verse for
8 helping children remember names of the shapes:

I am Mama Circle, round like a pie.
I am Baby Triangle, three sides have I.
I am Papa Square, my sides are four.
I am Uncle Rectangle, shaped like a door.

Sorting Silverware (classification)

Provide a plastic silverware tray and plastic knives, forks,
9 and spoons of different colors. The child sorts the silverware into the tray according to a specific dimension (color, utensil, etc).

Spray Can Lids (classification)

Collect spray can lids of different colors and sizes. Place them in a large box and provide several containers. The child sorts the lids into the containers according to size, color, identical features, etc. 10

The Shoebox Game (classification)

On one shoebox designate a colored shape, such as a blue triangle. Provide a second shoebox for a "catch-all." Prepare an assortment of colored shapes. The child chooses a shape; if it is a blue triangle, he puts it in the first box. If it is not, he puts it in the second box. 11

The game can be changed if the first box will hold shapes that are blue or a triangle.

Sequencing Caterpillar (sequencing)

Cut one length from a styrofoam egg carton. Draw or paste a face on the left end, add pipe cleaners for antennae. Make flags of construction paper and attach to toothpicks. On each flag, write one part of a sewuence concept activity, such as letters of a child's name, numerals, parts of a pattern, etc. The child then sticks a toothpick in each of the caterpillar's humps beginning on the left, maintaining correct sequence for the activity. 12

Telephone Numbers (sequencing)

Make a copy of the front view of a telephone, and mount on cardboard. Make a dial by cutting out ten holes around the edge of a large circle. Attach the dial to the telephone with a brad. Write a numeral in each of the holes (1-10). The child "dials" his phone number, maintaining correct numeral sequence. 13

Milk Carton Quantities (quantity)

Collect milk cartons representing half-pint, pint, quart, half-gallon, and gallon sizes. The child experiments with quantities by pouring colored water or rice in the different cartons and from one carton to another. 14

Carpet Pieces (parts of a whole)

Cut a round carpet sample into fractional pieces. Display
15 another round sample which as been left whole. The child assembles the pieces to look like the whole piece.

Learning Lollipops (number skills)

Make lollipops by pasting two construction paper circles together
16 with a tongue depressor pasted in between. Provide flannel or paper numerals and small shapes. The child pastes a numeral on one side of the lollipop and the corresponding number of shapes on the reverse side. The lollipops can be used to play counting games or for drill.

This activity can be simplified to color or shape matching by making each lollipop a specific color, or by making them different shapes.

Flowers and Pots (number skills)

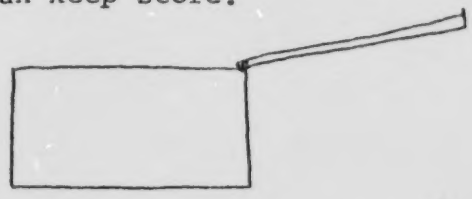
Obtain several small plastic flower pots, and put a numeral
17 on each. Make flowers from posterboard, and glue a popsicle stick on each to make a stem. The child reads the numeral on a pot and counts the correct number of flowers to put in it.

Ice Cream Cones (number skills)

Cut some "cones" from brown construction paper, and write a
18 numeral on each cone. Cut some oval shapes from various colors of flannel to make the scoops of "ice cream". The child puts one cone on a flannel board, reads the numeral on the cone, and puts that many "scoops" of "ice cream" on the cone.

Golf Ball Roll (number skills)

Attach a shoe-box lid to the box at one end using tape. Lid must be able to move freely up and down. Cut the lid off an egg carton, and number the egg slots (higher numbers at the ends since
19 these are harder to hit). Set the egg carton inside the shoe box. The child rolls a golf ball down the lid into the carton. He receives the number of points indicated by the cup in which the ball lands, and can keep score.

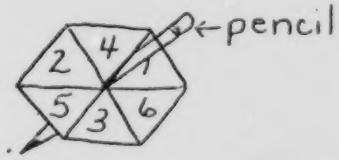


Spool Game (number skills)

Each child needs 1 round Tinkertoy, 1 long Tinkertoy stick, and 6 spools with numerals 1 - 6 written on them. A player rolls a die. He takes the number spool that matches the number of dots he rolls. If he already has a spool of that number, he must pass. First child to get all six spools wins. Spools are stacked on the Tinkertoy stick, with the round Tinkertoy at the bottom. 20

Number Spinner Game (number skills)

Each player needs an egg carton and bottle caps. Make a hexagonal number spinner like the one shown. Divide a hexagon into six equal triangular sections and write a numeral in each section. Stick a pencil through the center of the spinner, with the point down. A player spins the spinner by holding the pencil at the eraser end and twirling it. He counts the number of bottle caps indicated by the numeral whose side touches the table surface when the spinner comes to rest. The first player to fill his carton with 12 caps (one for each cup), with none left over, is the winner. 21



Number Pockets (number skills)

Fold a large oaktag square in half. Staple or tape the sides to form a rectangular envelope. Divide the rectangle into 5 pockets by stapling or sewing vertically at four places, equal distances apart. Write the numerals 1 - 5 in left-right order on the pockets. On individual cards slightly smaller than the pockets, draw or paste pictures (sets) corresponding to the numbers. The child counts the number of objects on a card and places it in the appropriate pocket. 22

Counting Cookies (number skills)

Cut large gingerbread boy shapes from brown construction paper. Use raisins for buttons, or cut paper circles. Write
23 a numeral on each cookie. The child counts the appropriate number of buttons for each gingerbread boy. If he's correct, he can "eat" the cookie. (If raisins are used, he can eat them.)

Musical Letters (alphabet)

Tape construction paper squares on the floor in a circle. Write an alphabet letter on each square. When a record starts,
24 the children walk around on the letters until the music stops. They stop on a letter, and each child says the name of the letter he is standing on. This activity is better for small groups.

Bouncing Alphabet (alphabet)

The children stand in a circle. The first child says "A" and bounces a ball to the next child. That child says "B" and
25 bounces the ball to the third child, who says "C", and so forth for the other alphabet letters. This activity gives the children an opportunity to practice the rote sequence of the letters.

Letter Hopscotch (alphabet)

On a large piece of heavy paper or sturdy material, draw a grid as shown and write a letter in each box. This board can then be used for several games:

Write a letter on the blackboard; the child jumps to a
26 square with the the same letter.

Write a lower case letter on the blackboard; the child hops to the capital letter.

The child jumps from square to square, naming letters as he jumps.

The child chooses a letter card, names the letter, and jumps to it on the grid.

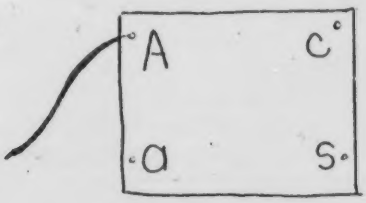
A	F	C	S
X	K	P	M
U	G	T	E
R	I	O	B

Placemat Puzzles (alphabet)

Make rectangular placemats from heavy paper. On the left side of each placemat write capital letters and on the right, the corresponding lower case letters. The child draws lines to match the letters. When he correctly completes the task, he has a placemat to use at lunch. 27

Letter Match (alphabet)

Make cardboard squares: put a capital letter in one corner, and different small letters in each of the remaining three corners. Make sure one is the lower case of the capital. Punch a hole near each letter. Thread yarn through the hole next to the capital letter, and knot it front and back so it can't pull through. On the back of the card, color around the hole next to the small letter that matches the capital. The child threads the yarn through the hole of the corresponding small letter. He can check his work by looking at the back of the card. 28



Related Activities

# 38	Chalk Talks
# 49	Shoe Match
# 52	Flashlight Trace
# 78	Add One
# 79	Throw and Do
# 84	Line Obstacle Course
# 87	Bean Bag Toss
# 88	Steal the Bacon
# 232	Birthday Train
# 245	Calendar Ideas

Language

Whisper Tubes

Decorate toilet paper tubes or paper towel tubes. The child whispers to another child through a tube, or repeats words or phrases that are whispered to him. 29

How Would You .....?

The child relates the steps involved in carrying out a specific task, such as baking a cake or making a bed. This activity helps the child develop the ability to sequence. 30

Picture and Story Book

The child cuts a picture from a magazine. He tells all about the picture, and the teacher copies his story on paper. He pastes the picture with the story. After 5 or 6 stories are collected, he "publishes" his own book and takes it home to his parents. 31

Magic Window

Paint a large packing box and cut a rectangular window in the front. On both sides of the box, cut a small hole toward the front, in line with the top of the window. Hang a curtain on a dowel rod and insert the ends of the rod through the holes.

The Magic Window can contain virtually any item as its surprise for a given day. During group time, the children discover what is inside the Window by guessing its contents. Once the surprise is revealed the children offer suggestions for its use, describe it, name it, and provide any other information they have about it. 32

Items in the Window can be used to introduce a new concept or unit. Other suggestions are:

Things to clean the floor
A new smell (in an opaque jar)
An appliance
Items to cook with (to use later in a cooking experience)
A new toy or material for the shelf

Animal Sounds

This is a listening game. Read a story to the children that has different animals as the characters. The children must listen closely and when they hear a specific animal named in the story, they make his sound. 33

Completing Phrases

Ask children to complete these phrases. An answer should not
34 be repeated. Encourage imaginative answers.

A red _____	A new _____	A sad _____
A happy _____	A scary _____	A funny _____
A big _____	A loud _____	A pretty _____
A cold _____	A fast _____	A soft_____

Something That .....

Encourage the children to use their imaginations in answering these questions:

What is something that .....

35

---makes you laugh	---you like to drink
---you like to eat	---is scary
---is big	---makes you cry
---you like to play with	---is noisy
---can go fast	---you like to do

The Puppet Who Liked Pretty Things

Draw eyes under the flap of a number-three paper sack and eyelids and lashes on top of the flap. Ask a child to insert his hand into
36 the puppet and make the eyes open and close as he goes around the room. He stops before something and says, "Blinkie sees a _____". Then the child makes Blinkie describe what he sees and the class guesses what it is. The child may take Blinkie to the window, then bring him back and have him describe what he saw to the class.

What Goes With It?

This activity enables the child to identify pairs of objects. Use real objects where possible when the child is first learning this skill. Later, pictures can be used.

37

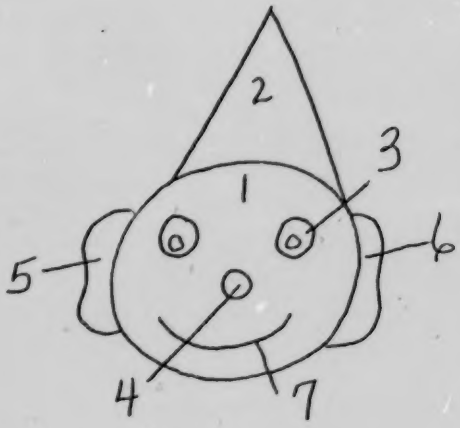
A knife goes with a _____ (fork).
A hammer goes with a _____ (nail).
A mitten goes with a _____ (hand).
A chair goes with a _____ (table).
Salt goes with _____ (pepper).
A shoe goes with a _____(foot).
A hat goes with a _____ (head).
A key goes with a _____(lock).

Chalk Talks

This activity helps the child learn to follow directions. While the teacher draws the chalk talk on the blackboard, the child follows directions on a separate piece of paper. 38

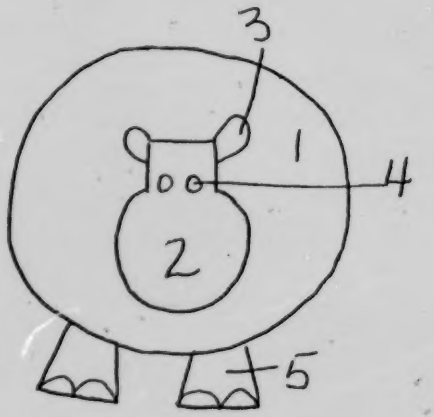
Drawing a Circus Clown

First I'll draw a circle, (1)
And then a pointed hat. (2)
Could this be a puppy,
A mouse, or a cat?
I'll draw two little circles, (3)
And a big one here will do. (4)
Now I'll draw a funny ear, (5)
And another one makes two. (6)
Have you guessed it? Have you?
He lives in a circus town.
Now, I'll draw a happy mouth; (7)
Now here is Mister Clown.



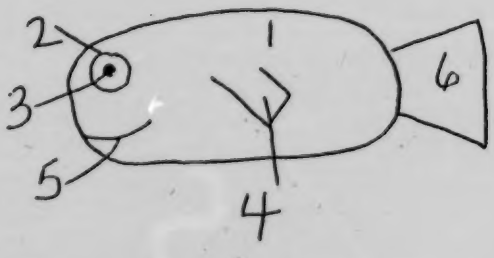
Drawing a Hippopotamus

Look! I made a big round ball! (1)
But, of course, that isn't all.
Now. I'll use a light bulb here, (2)
And on each side
I'll draw an ear, (3)
Two teeny eyes, (4)
And hoofs for feet, (5)
And my fat hippopotamus
Is now complete!



Drawing a Fish

I draw an egg. (1)
And here we see
Something round as it can be. (2)
Here is an eye. (3)
Here's a fin to swim. (4)
And here is a mouth (5)
That is part of him.
Here is funny tail to swish. (6)
There. I've drawn a big fat fish.



Related Activities

9 Shapes Boxes

101 Paper Bag Plays

124 Puppets

Science Experiences

Mineral Gardens

Provide 1 small tin pie plate for each child. Crush 1 charcoal briquet in each pie plate. Then add the following, one at a time, to each plate: 39

1 T. salt 1 T. liquid bluing
1 T. amonia 1 T. water

The teacher should handle the amonia and bluing. The child then squirts food coloring on his mineral garden. Watch the changes that occur over a period of a few days.

Doodlebugs

Put some dirt, rocks, leaves, and a few small twigs in a clear shallow container. Moisten, and add a small piece of potato. Then 40
put in some doodlebugs (or pill bugs) and watch! Replenish potato and moisture as needed. Supply a magnifying glass for the children to get a good close look at how the doodlebugs work.

Mop Tops

The child draws a face on a styrofoam cup with colored felt markers. He fills the cup with soil and plants grass seeds in the 41
cup. When the grass grows, it will be the "mop top" hair.

Beautiful Bubbles

Fill about ¼ of a styrofoam cup with liquid detergent. Add about the same amount of water. Give each child his own cup, and 42
a pair of small scissors with blunt ends. The child holds the scissors by the blades & dips the handles in the soap -- then blows!

Heavy or Light?

Make a balance scale with two tin pie plates, a coat hanger, and some yarn. Tie three lengths of yarn to each plate, and tie 43
the other ends together. Tie these ends to one side of the hanger, as shown. Suspend the scale from a chart rack and provide an assortment of items to weigh. Some suggestions:

bottle caps
acorns
sand
rice
shells
dry cereal
chalk
buttons
beans

The Beach

Suggestions for incorporating a unit on the beach into an experience curriculum:

44

a) Compare sand to dirt
b) Taste - salt water from the ocean, tap water, water and salt mixed together
c) Classify shells - size, shape, color.
d) Movement - Pretend to be waves, seagulls or pelicans
e) Crafts - make sand candles, sand casts
f) Listening - listen to sounds of ocean, large conch shell
g) Art - make sand pictures (color sand with powdered tempera, sprinkle on glue, shake off excess)

Related Activities

74 Pinwheels

122 Leafy Paperweight

Perceptual

Perceptual Activities

Visual Discrimination.....#45-49

Visual Motor.....#50-52

Visual Memory.....#53

Auditory Perception.....#54-55

Tactual Discrimination.....#56-60

Left-right Orientation.....#61-62

Eye-hand Coordination.....#63-66

Rotated Figures (visual discrimination)

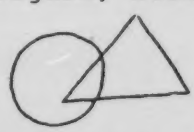
Using a simple shape, such as a flannel bird or rabbit shape, outline the shape in several spatial positions on a sheet of heavy paper. Cut the same number of the shapes from construction paper. The child then matches the cutout shape to the outline, making sure the spatial orientation is the same. 45

Picnic Table (visual discrimination)

On a solid-colored paper tablecloth, draw outlines of various objects that may be used at a picnic (fork, basket, apple, etc.). In a covered picnic basket, put cutouts or pictures of the same objects. The child guesses what the outlines are, or matches the pictures to the objects. 46

Overlapping Figures (visual discrimination)

Use templates, such as shapes or seasonal stencils to stencil one figure on a piece of paper; using a different figure, stencil it so that it overlaps the first one, like this: Then show the child one of the figures and have him outline it in one color; show him the second and have him outline it in a different color. To increase level of difficulty, overlap three or four figures, directly on top of one another. 47



What Is It? (visual discrimination)

Tape a large sheet of paper on the wall. Place a light source in front of the paper and darken the room. Place an object, such as a book, in front of the light so that it makes a shadow on the paper. (Use an overhead projector if the items are small.) Ask the child to identify the object. Then show the object to confirm his guess. 48

Shoe Match (visual discrimination)

In a 3-ring binder, insert four 8½ x 11- inch pieces of cardboard. Mark off each piece into three equal sections. Cut out
49 a side view of a shoe, and trace around it on each section of every page. Then color the shoes so that every shoe has two that match it. The three matching shoes should not be on the same page. The color differences between groups of shoes can be very slight or fairly obvious, depending on the child's level.

Cut each page into its three sections. The child flips the sections back and forth until he finds three shoes that match.

Dot-to-Dot (visual motor)

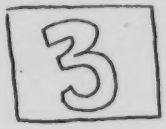
Make a grid on paper by making a square of dots, four rows
50 down, four rows across. Make several grids, mount them on cardboard, and cover with clear contact. On one grid, connect several dots with a crayon to form a design. The child copies the design on an empty grid.

Pattern Cards (visual motor)

Make several sets of 4-inch cardboard squares. Draw lines to make nine smaller squares, like a tic-tac-toe board. Cover
51 with clear contact. Then cut lots of large dots. Use these dots to form patterns in the squares by laying dots in different squares. Then give the child an empty square and dots, and have him reproduce the pattern. If the dots are not glued to the cards, they can be used again.

Flashlight Trace (visual motor)

Prepare a series of large cards with different kinds of roads on them. The child follows the roads, using a small flashlight in a
52 dark corner of the room. This activity can also be used for numerals, letters, and shapes.



Visual Memory (visual memory)

These suggestions are designed to improve the child's visual memory skills:

53 1) Put several items on a table, with the child watching. Then while the child closes his eyes remove one object. The child tries to remember what is missing.

2) Open a picture book to a given page, and let the child scan the page for a few seconds. Close the book, and have the child find the page.

3) Arrange several picture cards left to right and let the child look at them for a few seconds. Remove the cards, shuffle, and have the child replace in the original order. This can also be done with blocks, objects, etc.

4) Arrange several objects on the table. Cover them, and show the child a duplicate of one of the objects. Remove the duplicate, uncover the original objects, and have the child find the match. This can also be done with number cards, word or letter cards, colors, etc.

5) Play the card game "Concentration" with picture or number cards. Start with a few pairs; shuffle the cards and lay them face down. The child turns over two cards, one at a time. If the cards are the same, he keeps them. If they are not, he turns them over and the next child takes a turn.

Echo (auditory perception)

Have the child imitate vocal inflections, loudness, and pitch as you say a phrase such as "Good Morning" or "How do you do?" 54

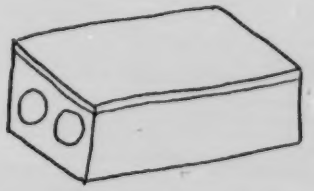
Listen for the Last Number (auditory perception)

Count backward slowly, letting your voice grow softer and softer until it is barely audible. Stop and ask the child to tell the last number he heard. 55

Mystery Box (tactual discrimination)

Cut 2 holes in one end of a shoebox, so that a child's hand will fit in each. Place an object inside. The child puts his hands in both holes to feel the object and identify it. Start with different kinds of objects. Change contents of the box by: 56

1) using objects identified by texture, shape, size
2) using two or more of the same object and the child finds two alike
3) showing the child an object and having him find an identical one.



Feely Walk (tactual discrimination)

Have several different dishpans or trays, and in each one put a different texture, e.g.: sand in one, sunflower seeds in another,
57 sandpaper in a third, fur, rug sample, smooth paper, moss, beans, and so on. The child takes off his shoes and walks through the different texture pans.

Corn Meal Writing (tactual discrimination)

Put corn meal in a low square box. The child then copies
58 numbers, letters, or patterns or practices pre-writing activities in the corn meal. This a good activity for the child who has difficulty manipulating a pencil.

Feeling with Feet (tactual discrimination)

The child takes off his shoes and steps on these objects to
59 get the feeling of textures. Ask him to describe how the objects feel. Then blindfold him and see if he can name the object put under his feet.

rug	velvet	towel
pillow	rubber	table
bean bag	sandpaper	cotton
newspaper	sand	leaves
cardboard	fur	grass

Yarn Patterns (tactual discrimination)

60 Make sets of pattern cards by pasting yarn on cards in such patterns as:

Place one card in a covered box. The child reaches in, feels the pattern, and tries to find the match from those displayed on the table. Higher level children might be able to draw the pattern they feel.

Right Foot, Wrong Foot (left-right orientation)

The child takes off his shoes and socks. Paint his right big
61 toe and right hand fingernails with bright red fingernail polish. Then get the children in a circle and sing the song "Hokey Pokey". ("You put your right foot in. You take your right foot out. You put your right foot in and you shake it all about. You do the hokey pokey and turn yourself around. That's what it's all about.") The polish helps the child distinguish left and right.

Footsteps (left-right orientation)

Using a shoe as a pattern, cut out numerous "feet" outlines. Then lay them out in various paths, alternating left and right feet. The child follows the path. If he has difficulty with left and right, cut the right footsteps in red and the left in green. Then tie ribbons on his shoes to correspond to left and right. 62

Balloon Game (eye-hand coordination)

Blow up a balloon and have the children hit it back and forth in a small group. The idea is for them to follow it with their eyes and be able to hit it with a purpose. They can't hit it twice in a row. 63

Marble Race (eye-hand coordination)

Give each child 12 marbles and 1 egg carton. On the signal (go!), the child places one marble in each cup of his carton. Children can compete against each other, or an individual child can better his own time. 64

Rolling Rings (eye-hand coordination)

Cut the bottoms out of ice cream buckets, paint them, and fasten together side by side with brads. Lay them on their sides; the child practices rolling balls through them. 65

Peg in the Bucket (eye-hand coordination)

Get a clean wide-mouthed jar. Glue colored circles to the outside. On heavy cardboard, draw the face of an animal or person; make the face a little larger than the opening of the jar. Cut out a very large mouth on the face, and glue the face to the top of the jar. Make several 3-inch-long sticks from dowels and paint them. To play the game, the child puts the jar on the floor and stands with his feet close to it. He then tries to drop the pegs one by one into the mouth of the face. He receives a point for each stick that goes into the jar. 66

Related Activities

# 2	Matching Socks
# 3	Egg Carton Match
# 4	Postal Sort
# 11	Shoebox Game
# 14	Milk Carton Quantities
# 19	Golf Ball Roll
# 76	Toothpick Forms
# 87	Bean Bag Toss
# 103	Musical Instruments

Motor

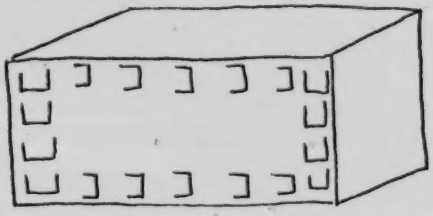
FINE MOTOR

Tong Pick-up

Put a variety of small items on a tray (beads, pencils, crayons, blocks, toy cars). Provide a container such as a shallow bowl. The child uses tongs, tweezers, or kitchen clamps to pick up each object and put it in the container. 67

Nail Lacing

Pound U-Shaped tacks into a board at regular intervals to make a pattern. Use yarn or long shoe laces for lacing. Tie one end of the yarn or lace to a tack. The child laces through the tacks by going under one tack and over the next. 68



Clothespins

Provide a box of clothespins and a piece of stiff paper, such as cardboard. The child clips the clothespins to the cardboard, or he can clip them to each other to create constructions. 69

Nail Boards

Hammer up to 20 nails into a board, leaving an equal distance between nails. The child places an empty thread spool on each nail, or stretches rubber bands across groups of nails. 70

Foil Beads

The child crumples small pieces of foil and strings them together with an embroidery needle and yarn to make a necklace. The teacher ties the ends of the necklace together. 71

Busy Fingers

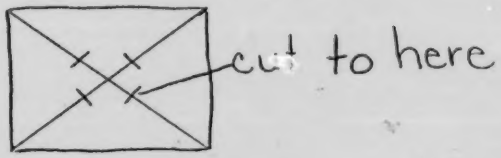
To encourage bilateral coordination, provide an assortment of objects in the manipulative center, including: pencil sharpener and pencils, egg beater, jar with screw-on lid, wind-up clock, screwdriver and screws in styrofoam block. 72

Large Beads

Children who have difficulty stringing regular-sized beads might use beads made from towel tubes. The tubes are cut in various
73 lengths and can be painted or covered with contact paper. A piece of clothesline serves as a string, and a square of cardboard next to the knot will prevent the beads from sliding off the string.

Pinwheels

A child can practice simple cutting skills and create a toy at the same time. The child cuts on a straight line from each
74 corner of a square of construction paper to a point about three-fourths of the way to the center. Stick a straight pin through every other corner, then through the center of the square, into a pencil eraser. The child can discover the effects of air by blowing on his pinwheel.



Golf Tees

75 Provide golf tees and various sizes of styrofoam balls. The child pushes tees into the balls.

Toothpick Forms

Design a dot pattern on the back of a styrofoam tray, using
76 colored marking pens. The child places colored toothpicks in corresponding dots on the tray.

Playdough Ideas

77 The child cuts playdough with scissors, plastic knives, or cookie cutters.

GROSS MOTOR

Add One

The first child does a trick, the second child does the first child's trick, then his own. The third child does the first and second tricks, then his, and so on. 78

Throw and Do

Make a pair of "dice" by covering 2 small boxes with white paper. On one, draw black dots from one to six as they appear on real dice. On the other, write the names of six simple exercises: somersaults, touch-toes, bends, etc. A child throws the dice and does the number and type of exercise shown on the dice. 79

Musical Positions

Make a line of classroom chairs (approximately 10), one behind the other. Put on music that has a moderate beat. The child steps over the back of a chair into the seat of the one in front. Give each child a turn and then have them reverse directions. This time the child lays on his stomach and crawls under the chairs. 80

Relay Races

Here are some ideas for team relays: 81

- holding cups of water
- balancing a beanbag on the head
- hitting a balloon to a designated point and back
- holding a potato on a spoon
- rolling like a log (on the floor)
- walking with a tennis ball pinched between your thighs
- somersaulting to a point
- jumping like a frog

Somersaults

If a child has difficulty tucking his head when doing a somersault, have him hold a nerf (sponge) ball under his chin (no hands). 82

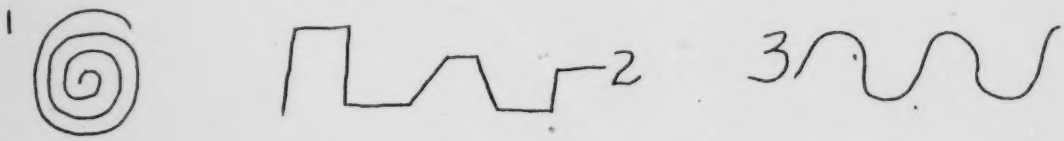
Pantomined Walks

The child demonstrates how he would walk if he were:

83
- an old man with a cane
- a giant
- a boy walking in his father's shoes
- in deep snow or water
- carrying something heavy
- a baby just learning to walk
- a lady in high heels
- walking against a strong wind
- on ice
- in sticky mud

Line Obstacle Course

84 Using masking tape, make various line patterns on the floor. Number each line. Place a book, eraser, glass of water, spoon with a marble, or pie pan with a tennis ball at the start of each pattern. The child draws a number from a hat, and runs, walks, or hops with the above objects along the line.



Balance Beam

85 The child walks on a balance beam under these conditions:
- walk backwards
- walk sideways
- step over stick held 6" high across beam
- holding bowl of water
- with beanbag on the head
- with eyes fixed on target straight ahead
- walk under stick held 3' high across beam

Bean Bag Games

Ways to use a beanbag might include:

86
- walk with beanbag between knees
- run with beanbag under chin
- duckwalk with beanbag on head
- walk bent over with beanbag on back
- hop with beanbag in crook of bent knee (good for helping a child learn to keep one foot up)

Games

Related Activities

Fine Motor

#38 Chalk Talks

#47 Overlapping Figures

#58 Corn Meal Writing

#116 Carbon Paper Art

#119 Fall Trees

#125 Peanut Butter Playdough

Gross Motor

#1 See and Jump

#7 Shapes Boxes

#25 Bouncing Alphabet

#65 Rolling Rings

#88 Steal the Bacon

#90 Cylinder Relay

#91 Duck Duck Goose

#93 Slap Jack

#94 Beat the Bear

#95 Catch the Handkerchief

#100 How Can You Move?

#104 Singing Positions

Bean Bag Toss

87 Paint ice cream buckets different colors; on each, display a numeral, letter, shape, etc. depending on the concept being taught. Set buckets upright and fasten together with clothespins to make them more stable. Prepare cards corresponding to the symbols on the buckets; if each bucket displays a numeral, prepare cards showing sets of objects, etc. The child chooses a card and tosses a beanbag into the bucket displaying a corresponding symbol.

Steal the Bacon

88 Divide the children into two teams, seated facing each other. The "bacon" (eraser) is placed on the floor halfway between the two teams. Each member of team one has a color card that matches a card held by someone on team two (only one pair of each color). The teacher holds up a color card, and the two children holding cards that match the teacher's run to the bacon and try to "steal" it first by grabbing it and returning to his chair. The one who get the bacon first gets a point for his team.

This game can be adapted several ways. The cards can show numbers, shapes, letters, animal pictures, etc. The children can choose teams names, and to keep the score on the board.

Cat and Mouse

89 One child is the Cat. He leaves the room while three other children are selected to be Mice. Give each Mouse a card with a picture of a mouse on it. Each Mouse sits on his card to hide it from the Cat. All children hide their faces when the Cat returns. The Mice say "squeak, squeak" while the Cat listens. He guesses which children are Mice by asking them to stand to see if they have a card. When all the Mice are found, a new Cat is chosen, and the Mice give their cards to someone else.

Cylinder Relay

90 Cut the tops and bottoms from two oatmeal boxes. The children form two circles, with the same number of children in each circle. One player in each circle puts his right hand in the cylinder and pushes it all the way up his arm. The player then shakes hands with the child on his right, shaking vigorously enough so the cylinder slides onto the second child's arm. That child then shakes hands with the next child, and so on. The first circle to finish the transfer all the way around is the winner.

Duck Duck Goose

The children sit in a circle. One child is "It". "It" walks around the circle, touching each child on the head as he walks. Every time he touches a child's head, he says "Duck". However,
91 if he touches a child's head and says "Goose", that child chases him around the circle. "It" tries to get back to the empty place without being caught.

Doggie, Doggie Where's Your Bone?

One child sits in a chair, with a bone (eraser) under it. The other children sit behind him, in a group. One child quietly "steals" the bone and goes back to his place, hiding the bone behind him. All children put their hands behind them and every-
92 body says "Doggie, doggie, where's your bone?" The "dog" gets three guesses to find his bone. If he guesses, he gets to be the dog again. If he doesn't guess, the child who "stole" the bone is it.

Slap-Jack

The children stand in a circle. "It" walks around the outside of the circle, lightly taps someone on the back, and says "Slap Jack". He then runs around the circle one way, and the
93 "slapped" one runs the other way. The runners will pass each other on the way around. The first one back to the empty space is safe, the loser becomes "It".

Beat the Bear

The children form a circle, either sitting in chairs or standing up, with hands together, palms up. One child is the "bear" and holds his "tail" --- a balloon or rectangular piece
94 of foam rubber. The bear walks around the outside of the circle and puts the tail in someone's hands. The child with the tail then chases the bear, hitting him lightly with the tail as many times as possible before the bear gets back to the empty space. The child with the tail becomes the bear.

Catch the Handkerchief

One child is "It". The group forms a circle and "It" stands in the center holding a handerchief. "It" throws the handkerchief in the air and calls the name of a player. The player must catch the handkerchief before it touches the floor. If he fails to catch it, he becomes "It". For variation in the game, give each child a number. When "It" throws the handkerchief he calls two numbers. The players with those numbers try to catch the handkerchief. The one who catches it becomes "It". If no one catches it, "It" throws again and calls two different numbers.

95

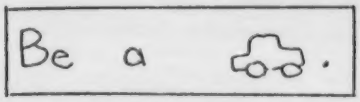
Related Activities

# 5	Color Exchange
# 63	Balloon Game
# 66	Peg in the Bucket
# 79	Throw and Do
# 81	Relay Races
# 86	Bean Bag Games

Music and Creative Expression

Be a .....

On rectangular cards write the words "Be a ", and paste a picture of an object after the word "a". The children take turns "reading" each card and pretending to be the object pictured. 96



News Dance

Give each child a half page of newspaper, and include only one piece from the colored page. The child who gets the colored section is the leader for the dance. Change leaders after each dance by swapping papers. When the music starts the children follow the leader's motions with the newspaper. 97

Shadow Dancing

Hang up a big white sheet and put a strong light behind it. Turn out the room lights and let a child move to music behind the sheet. The movement can be specified by the music or by suggestion ("move like the elephant") or can be unspecified. Engaging in creative movement can be less threatening for a shy child when he has the sheet as a "cover". 98

Glue

Designate a certain area on the floor as being covered with glue. Talk with the children about glue: how it feels, what happens if it gets on something, how they would act if they were stuck with glue to something. The children then take turns pretending to get stuck in the glue area on the floor. Encourage them to try to get out of the glue, or help each other without getting stuck. 99

How Can You Move?

The class stands on one side of the room. The teacher names a way for them to move to get across the room. Some suggestions are: walk, walk backwards, skip, run, gallop, crawl, elephant walk, duck walk, hop, motorcycle, car, ball, robot, merry-go-round. The children can suggest other ways. 100

Paper Bag Plays

101 Fill a large paper bag with an assortment of articles that suggest an activity. Such things as a book, pencil, spoon, telephone, perfume, screwdriver, nails, or cap might be included. A child chooses something from the bag (not with eyes, with hands!), and demonstrates how the object is used. Depending on the child's level, these demonstrations may be simple or elaborate, and may include dialog concerning the objects.

Piano

102 Draw piano keys on a newsprint strip. Make one keyboard for each child. Tape these keyboards at the children's places on their tables. Play a record of piano music while the children listen. Then replay the record, and let the children "play" their "pianos."

Musical Instruments

103 Get bolts of different sizes, and attach a string to the top of each. Use large nails as "gongers". The child hits the bolts with the nail. Different sized bolts will make various sounds.

Singing Positions

104 Sing familiar songs while assuming various positions. Sing one song while sitting in a chair; sing another song while standing on one foot, and so on. Interesting positions include: on hands and knees, lying on backs, under a table, in a box, and standing on a chair. Encourage the children to think of other interesting positions.

Singing Ideas

105 Some different ways to use old songs:

1) Use tunes the children are familiar with, but instead of singing, hum, whistle, sing la-la-la, or sing lu-lu-lu.
2) Hum a familiar tune and see if the children can name it.
3) Using rhythm sticks, let the children beat the rhythm of a song, first with music, then without music but singing.

4) Sing a familiar song but leave out words and let the children fill them in.
5) Sing a portion of a song and have the children sing it after you.
6) Have the children listen for particular words in a song, and give them a command to follow when they hear them, e.g. "When I say, 'lamb', clap your hands one time."

Related Activities

# 24	Musical Letters
# 44	The Beach
# 78	Add One
# 81	Relay Races
# 83	Pantomimed Walks
# 106	Expressions

Social-Emotional

Expressions

Draw several faces on a large sheet of paper, leaving off the mouths. The teacher makes a statement, such as "I dropped my ice cream cone" or "I'm so scared!", and the child draws a mouth on one of the faces to correspond with the statement. If a mirror is handy the child can see his own expression before drawing. 106

Buildings

Cut windows and doors in ice cream buckets. Make a cone-shaped roof or leave roofs flat. Paint and decorate. The children can adopt them for use in play with blocks and vehicles. 107

Pack a Suitcase

The teacher demonstrates how to fold clothes and pack them in a suitcase. The child then unpacks the clothes and practices packing them. This activity can be tied to a lesson on weather (what kind of clothes are needed for hot or cold weather), or one on vacations (where would you like to go and what could you do there?). 108

Beauty Shop

Set up a beauty shop as one learning center. Provide rollers, bobby pins, ribbons, empty shampoo bottles and wigs. Make a hair dryer from an ice cream bucket. Attach the bucket, upside-down, to a yardstick, and tie the yardstick to the back of a chair. 109

Housekeeping Center

The housekeeping center is an area that usually promotes social interaction. The housekeeping center can be changed periodically: 110

--Provide supplies for a nursery (empty baby powder cans, towels, wash cloths, doll clothes, a pan of water, and baby dolls).

--Invite boys to imitate daddy as he shaves. Hang a mirror on the wall, and provide empty razors, old-fashioned shaving brushes, and cups with mild bar soap for lather.

--Provide a large supply of playdough, rolling pins, cookie cutters, and cookie sheets.

--Put warm sudsy water in plastic dish pans. Lay out sponges, SOS pads, and dish towels so that children can wash the dishes and utensils.

--Provide opportunities for experimentation with real foods. Lay out bread, butter, and plastic knives. Provide soft fruits (bananas, grapes, peaches, pears), plastic knives, and bowls for making fruit salad.

--Set out near the window rags and plastic spray bottles filled with water. Let the children clean the windows.

--Turn the "house" into an "office" by providing paper, hole punch, paper clips, pens, pencils, scotch tape, rubber stamps, and stapler.

Related Activities

13 Telephone Numbers

115 Hand Picture

120 Coat Hanger Faces

159 Indian Headdresses

Arts - Crafts

Aluminum Foil Prints

Wad up pieces of aluminum foil and flatten against a tabletop. Dip these pieces in paint to print irregular shapes in all colors. 111

Aquariums

Cut 2 large fishbowl shapes from wax paper for each child. The child cuts fish and plant shapes from construction paper, and arranges the shapes on one of the bowl shapes. Put the other bowl on top, and press with a warm iron until the wax shapes are sealed. 112

Cardboard Painting

Give each child a full sheet of white construction paper. Put a dab of several colors of tempera, including white, on the paper. Give each child a small piece of cardboard. The child pushes, pulls, turns, and twists the cardboard through the paint puddles to create a windswept look. 113

Rub-a-Picture

Cut some interesting shapes from heavy construction paper, and tape to the top of the table. Give each child a piece of paper and crayons. The child places the paper over any of the shapes he desires, and rubs with the flat side of a crayon. The designs will appear. 114

Hand Picture

Trace the child's hand on four different colors of construction paper. The child cuts them out and pastes them on a piece of construction paper of still another color. The handprints may be overlapped for an interesting effect. The same idea can be used with footprints. 115

Carbon Paper Art

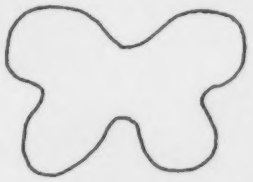
Put carbon paper between white sheets of drawing paper, and clip together. The child draws with pencil or pen, and will have two pictures when he finishes. In order for the second picture to appear, he must press hard, so this activity helps develop finger strength and coordination. 116

Utensil Art

117 Give each child a plastic fork and knife and a large sheet of manila paper. On the paper, put a tablespoon of each of several colors of tempera, spacing the colors well apart. The child makes a painting by spreading and mixing the colors with the utensils.

Tissue Paper Butterflies

118 Paint clothespins, or purchase colored ones. Cut several layers of tissue paper in this shape. (The teacher may need to do this).' Gather the tissue in the center as it is placed between the pin part of the clothespin. Separate the layers of tissue paper. Hang from string to make a mobile, or display on bulletin board.



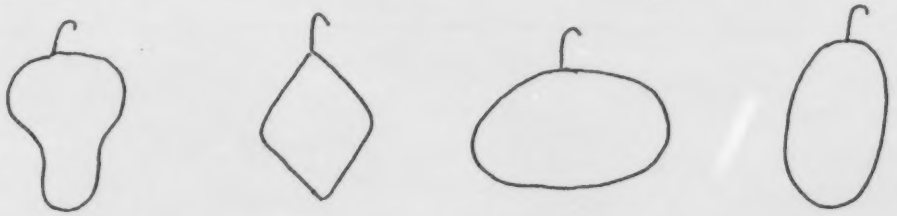
Fall Trees

119 Provide each child with a large sheet of white paper and a paper tree trunk to paste on the paper. The child snips tiny pieces of yellow, orange, green, and brown construction paper to use for fall leaves. He brushes glue over the area designated as the tree, and sprinkles the tiny pieces of paper over the glue. Shake off any excess leaves. This activity encourages fine-motor development because the colored pieces must be very small.

Coat Hanger Faces

120 Bend a coat hanger into a face shape. Stretch an old nylon stocking over it and tie at top. Cut off the excess. The child creates a face by gluing felt, construction paper, or anything on hand to the stocking.

This is a unique way for the child to show what he looks like. It's a change from crayon and paper drawing.



Sprinkle Paint

Fill coke bottles with watery tempera, and insert laundry sprinkler tops (the kind with holes in the top and a cork stopper). The child sprinkles a picture. This activity might best be done outdoors. 121

Leafy Paperweight

During a science unit on leaves, have the child find a large smooth rock that is very light or very dark. He must also fine a few small leaves that will fit on the rock. He paints one side of a leaf with tempera, and while the paint is till wet, presses the wet side down on the smooth rock. He carefully lifts the leaf up, and repeats several times to complete the pattern. After the design is dry, the rock can be shellacked. 122

Hanging Baskets

Punch four holes at the top of a large flat margarine dish, and run a wire through for a hanger. The child can plant bean or grass seeds in the dish. 123

Puppets

-- Stick Puppets

These are the easiest puppets to make and use. Make story characters on heavy paper or on cardboard with crayons or paint. Cut the figures out and attach them to a ruler or any stick that can be used to hold the puppet and move it. Hold the stick behind a table or a large box and move the puppet to act out its part to the story. The child can supply the talk. 124

--Paper Bag Puppets

Puppets can be made by filling paper bags with shredded newspaper. Insert a stick and tie a strong securely around the neck of the bag. Add a face, hair, and clothing. Use in the same way that you used stick puppets.

--Fly Swatter Puppets

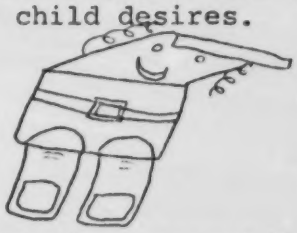
A fly swatter has a ready-made handle for a puppet. All kinds of faces can be attached to the swatter, and it can be used like the stick puppets.

--Tongue Depressor Finger Puppets

Paint or paste a face on a tongue depressor. Ears, whiskers, and other features may be added. Glue a stiff paper ring to the lower back of the stick to make the puppet, and slip the ring over the child's finger.

--Envelope Puppets

Cut two half-circle holes near the middle of the bottom of an envelope. Open up the flap. Draw a person or animal, or paste features in the place, so that the head is on the flap, and the legs stop at the knees. Put index and middle fingers through the holes at the bottom of the envelope. The puppet can then dance, hop, walk, or move any way the child desires.



--Box Puppets

Use a small individual-sized cereal box for each puppet. Cut through the box approximately at the center, leaving the back side uncut. Fold the halves together to form a flapping mouth. Make it move with thumb and fingers inside the empty halves. Make any face: the puppet can be an animal, with large ears, whiskers, big nose or any other interesting feature, or it can be a monster, witch, or child.

Related Activities

41 Mop Tops

44 The Beach

244 Easel Ideas

Cooking

Peanut Butter Playdough

½ jar (large size) peanut butter
2-3 T. honey
powdered milk

125

Put the peanut butter in large bowl. Add the honey. Add powdered milk, a little at a time,mixing it with hands, until it has a dough-like consistency. The child uses the dough like play dough. It can be decorated with sprinkles, raisins, etc. Best of all, it can be eaten when the activity is finished.

No-Drip Popsicles

Mix jello and fruit juice (or water). Put in small dixie cups. Chill. After mixture begins to harden stick popsicle stick in cup. 126

Cinnamon Suckers

14 oz. (1 3/4 cup) rad hots candy
2/3 cup light corn syrup
Dash salt
1 cup water
Popsicle sticks

127

Cook water, syrup, and candy, stirring till dissolved. Continue cooking to 300° or until the mixture forms a ball in cold water. Place sticks 4 inches apart on a cookie sheet, and drop a spoonful of candy mixture at the top of each stick (a 2-3" circle at the top of each stick). Cool - eat! Makes 2 - 3 dozen.

Cookless Candy Balls

Mix 1 cup peanut butter, 1 cup confectioners sugar, ½ cup fine walnuts, 2 T. butter. Pinch off pieces and roll to size of marbles. Roll in shredded coconut. 128

Paintbrush Cookies

Mix thoroughly:
1/3 cup sugar
1/3 cup soft shortening
2/3 cup honey
1 egg
1 tsp. vanilla

129

In another bowl, stir together 2 3/4 cups flour, 1 tsp. soda, 1 tsp. salt. Mix dry ingredients into shortening mixture. Chill 1 hour.

On lightly floured board, roll out dough to 1/4 inch thickness. Cut into different shapes, and place on lightly greased cookie sheet.

With small paintbrushes, paint designs on cookies with Egg Yolk Paint (1 egg yolk, 1/4 tsp. water blended well; food color added). If "paint" thickens, add a few drops of water.

Bake 8 - 10 minutes at 375°. Do not let cookies brown. Makes about 5 dozen.

Iced Graham Cracker-Banana Cake

Line the bottom of a shallow pan with graham crackers. Over
130 the crackers put a layer of sliced banana circles. Repeat grahams and bananas until the last layer of crackers reaches the top of the pan. Over this, put a thin powdered sugar icing. Refrigerate. Cut in small squares.

Toasted Cheese Rolls

Spread grated cheese mixed with a little salt and mustard on
131 a piece of bread. Roll the bread jelly roll style, and fasten with toothpick. Toast in 350° oven for a few minutes.

Ice Cream Cone Cupcakes

Prepare a package cake mix according to directions. Use flat-
132 bottomed cones, and fill each about 3/4 full. Bake at 350° for about a half-hour, till lightly browned. When frosted and decorated, they look just like ice cream cones.

Donuts

Make donuts from canned biscuits. Separate the biscuits and
133 shape each into a donut shape by pulling dough from center outward to make a hole. Fry in hot oil in an electric fry pan. Turn once. Roll in sugar, or eat plain.

Holidays

Holidays

Halloween.....#134-155

Thanksgiving.....#156-162

Christmas.....#163-209

Valentine's Day.....#210-219

Easter.....#220-227

HALLOWEEN IDEAS

Balloon Ghosts

Cover a balloon with lightweight cloth and secure with a rubber band. Let extra cloth hand down. Paste on eyes and mouth. 134

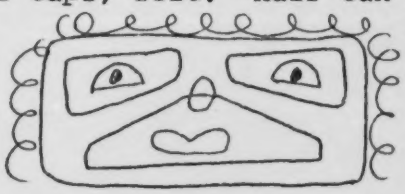
Pumpkin Planter

Scoop out a small, round pumpkin. Insert an empty juice can. Add water and insert red and yellow leaves or seasonal flowers. 135
A smile can be painted on the pumpkin.

Decorative Masks

These masks aren't to wear -- they are for decoration. They could also be hung as mobiles.

Use an aluminum TV dinner tray for the mask. Add face features 136
in the compartments, with the two smaller compartments as the eyes, and the larger one as the mouth. Materials for facial features can be buttons, bottle caps, felt. Hair can be yarn, paper, ribbon, twine.



Ghost Expressions

Pin a large construction paper ghost on the bulletin board. Cut out several mouth shapes and eyes of different sizes and shapes. The child pins on eyes and mouths to give the ghost various expressions. The class can make up a story about how the ghost feels, or they can 137
try to make a face like the ghost's.

Sitting Pumpkin

This could be a class project. Trim off a small amount from the bottom of a small pumpkin and from the top of a larger pumpkin. Set the small one on top of the big one, making sure they fit steadily together. 138

Pencils pushed into the larger "body" make arms and legs, and feet and hands are made from paper pasted to the eraser ends of the pencils. Decorate with felt pens, paint, vegetables, or candy. For example, greens from a carrot can be attached with a toothpick for hair or a beard. Olives make good eyes; cotton or curled paper can be hair.

Jack-o-lantern Candy Containers

Blow up circular balloons. The child covers a balloon with strips of newspaper dipped in liquid starch (don't use too much
139 starch). When newspaper is dry, the teacher cuts off the top portion of the "pumpkin", and removes the balloon. The child paints the pumpkin. A face may be painted on or cut out to make a Jack-o-lantern. Handles can be made by making holes on either side of the top and inserting pipe cleaners, wire, clothesline, etc.

Witches Brew Pictures

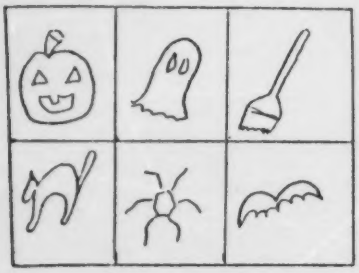
Put a pot of witches brew (lemon juice) in the middle of the table, and invite the children to stir it. Give each child
140 a piece of manila paper and a paintbrush. The child paints with the "brew", but it will not show up. He can make a picture appear by performing "magic": he irons over the damp paper and the "brew" scorches, turns brown, and produces smoke.

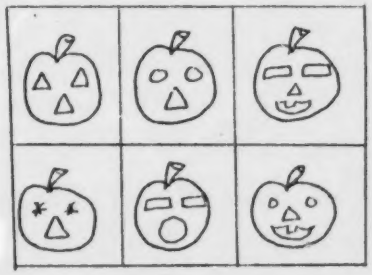
Halloween Game

Make Jack-o-lantern face on each card. Display several of
141 the cards, and describe one of the faces (e.g. two square eyes, a square nose, a smiling mouth.) The child identifies the face described.

Halloween Bingo

Make bingo cards by sectioning cards off in six or eight sections. In each section,draw a Halloween symbol. They can
142 be simple, such as a different symbol in each section, or very complex, such as all jack-o-lanterns, but with different faces. Make individual caller cards to match the bingo cards. Then play the game as you would a bingo game, except the child shouts out "Halloween" instead of "Bingo" when his card is covered.



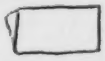


Jack-o-lantern Faces

Cut out a jack-o-lantern pattern, and use it to draw many jack-o-lanterns on a large sheet of paper. Draw different faces on the jack-o-lanterns, but make sure there are two of each face. 143
In either an individual or group activity, the child tries to find the jack-o-lanterns that are the same, and colors each pair a different color.

Folded-Paper Pumpkins

This is a good activity for developing skill in following directions. Each child needs a large sheet of orange paper. 144
First fold the paper in half:

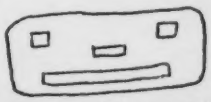


Next, round off the corners and cut a door:

Then, cut a small door:

Finally, cut a window:

Open the paper to reveal a pumpkin:



You can tell a story to go along with your directions. The story could be about two Halloween spooks who found an orange paper, and followed each step to make a pumpkin house for them to haunt. When they open it up, they are frightened by the jack-o-lantern.

This is just a suggestion. Use your Halloween imagination in telling the story.

Spiders

Give each child a square or circular piece of black construction paper, and several strips of black construction paper. The child 145
folds each strip back and forth "like a fan" to make it wiggle. Then paste these "legs" on the spiders' bodies, and add any desired touches.

Ghost Candy

Here's an easy, quick "treat" teachers can make for the children: Put a white paper napkin over a round lollipop (like 146
a Tootsie pop) and tie the napkin around the head of the lollipop. Make a face with a black marking pen.

Eerie Pictures

The child colors a picture with bright colors, pressing very
147 hard. Then he paints over the picture with thin black paint. The paint will not cover the crayon, and the result is "spooky".

Rub-A-Design

Cut out a Halloween shape from a piece of paper. On one side
148 of the shape, rub some colored chalk. Place the shape, with the chalk side up, on a sheet of paper. With fingers, paper towel, or kleenex, rub from the center of the chalky shape out, onto the paper. Rub all around the shape, then lift the shape. The shape has a "spooky" border. This can be sprayed with hair spray to preserve it.

Halloween Window Rattler

Each child needs a long stick or branch and a meat tray. Cut a small notch at each end of the tray. Place the stick so that it
149 fits in the notches, and glue in place. Place beans or small stones in the tray, then glue a piece of cardboard over the whole tray, to hold the beans inside. Cut a cat face, pumpkin face, or other Halloween character face from construction paper (the face should be larger than the tray). Glue the face to the tray and decorate if desired. Then - shake!

Halloween Mobile

150 Blow up orange balloons. The children put faces on the balloons with black felt pens. Hang the balloons from hangers to make mobiles.

Halloween Noisemakers

Put several metal bottle caps in a small milk carton and staple
151 the carton closed. Cover the carton by pasting on a layer of paper. Add any features for a face or Halloween scene, and glue yarn or tissue paper to the top for hair or fringe. Force a popsicle stick through the bottom for a handle. Glue the stick to hold it in place. After it dries, shake away!

Halloween Masks

Make masks from round ice cream cartons (large ones or gallon, store-bought size). The child paints or decorates the carton, and
152 cuts holes for eyes and mouth. He wears it over his head, and there are no elastic bands to pinch or break.

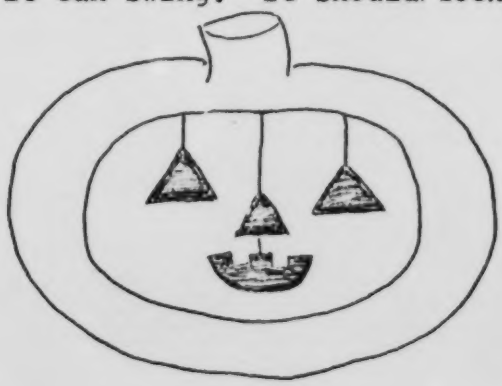
Decorated Pumpkins

The child fingerpaints on a pumpkin. He can dress up his pumpkin using baby clothes, yarn for hair, dowel rods or sticks for arms, or other available materials. 153

Jack-O-Lantern Mobile

Note: The teacher can make this mobile for the room, or she can let each child make one. However, it may be hard for many children and the teacher may wind up doing most of the work.

Cut a pumpkin shape from orange tagboard. Then cut out the middle of the pumpkin, leaving a 2 to 4 inch band for the pumpkin. Tie a long black thread to the top of the pumpkin. Cut a stem from green construction paper and glue it to the top, over the knot of thread. Cut 3 triangles from black construction paper for the eyes and nose. Hang these in place on black threads tied through holes poked in the pumpkin. Cut a mouth and attach it to the nose with thread. Hang the mobile where it can swing. It should look something like this: 154



Halloween Carols

Randolph, The Ugly Pumpkin
(Rudolph, the Red Nose Reindeer)

Randolph, the ugly pumpkin
Had a very gloomy face.
And if you ever saw him
You would see his great disgrace.

155

All of the other pumpkins
Used to laugh and call him names
They'd never let poor Randolph
Join in any pumpkin games.

Then one dark, dark Halloween night
The witch it came to say,
"Randolph with your face a fright
Won't you spread some gloom tonight?"

Now all the other pumpkins
Jump around and shout for glee,
"Randolph, the ugly pumpkin,
You'll go down in history."

Deck The Patch
(Deck the Halls)

Deck the patch with orange and black
Fa la la la la, la la la la
Take along your goody sack
Fa la la la la, la la la la
See the Great One rise before us
Fa la la la la, la la la la
As we sing the Pumpkin chorus
Fa la la la la, la la la la

Halloween!
(Jingle Bells)

Halloween! Halloween!
How we yell with fright!
Oh what fun to ride and sing
An eerie song tonight!

Dashing through the sky
On a broom made out of hay
O'er the moon we fly
Screaming all the way!
The ghosts they laugh at me
They get a fiendish delight
Whoever thought we'd ride and sing
A Halloween Song tonight.

I'm Dreaming of a Black Halloween
(I'm Dreaming of a White Christmas)

I'm dreaming of a black Halloween
Just like the ones I used to know
Where the sky's dark and kids scream
And goblins dart back to and fro.

I'm dreaming of a dark Halloween
With every pumpkin card I write
May your nights be spooky with fright
And may all your Halloweens be right.

Deck The Halls
(Deck The Halls)

Deck the halls with spooks and goblins,
Fa la la la la, la la la la
Tis the season for them hoblin'
Fa la la la la, la la la la
Don we now our witch apparel
Fa la la la la, la la la la
Troll the brand new pumpkin carol
Fa la la la la, la la la la

See the spider web before us:
Fa la, etc.
Strike a thread and join the chorous,
Follow me in merry measure,
While I tell of Halloween treasure,

Fast away the evening passes,
Fades the spooks with lads and lasses,
Sing we mournful all together
Headless in the dreadful weather.

The Twelve Days of Halloween
(The Twelve Days of Christmas)

On the twelfth day of Halloween
My true love gave to me twelve bats a-flying
Eleven masks a-leering, ten ghouls a-groaning,
Nine ghosts a-booing, eight monsters shrieking,
seven pumpkins glowing, six goblins gobbling,
Five scarey spooks, four skeletons, three black
cats, two trick-or-treaters, and an owl in a dead tree.

Up On The House-Top
(Up On The House-Top)

Up on the house-top without a hitch
Off jumps the awful old witch
Down through the roof with moans and oh's
All for the little one's Halloween woes!
Ho, ho, ho, who would dare go?
Ho, ho, ho, who would dare go?
Upon the roof with the awful witch
Try to stay ahead of her terrible switch!

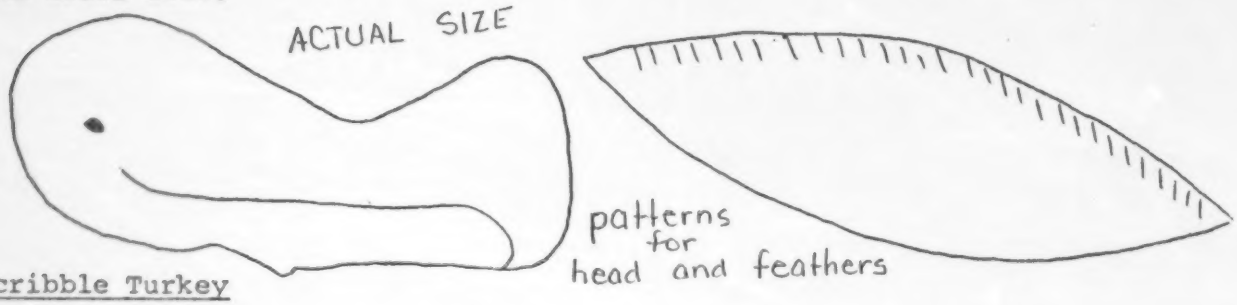
Halloween Song
(One Little Indian)

One little, two little, three little witches
Fly over haystacks
Fly over ditches
Slide down the moon without any hitches
Hey, ho, Halloween's here!

THANKSGIVING IDEAS

Handprint Turkeys

Trace the child's hand. Provide a paper turkey head and several small paper feathers for each child. The child pastes the head on his thumb outline, and one feather on each of his finger outlines. He pastes extra feathers on the hand area for the turkey's wings, and draws feet. 156



Scribble Turkey

On a sheet of white paper the child scribbles circles with felt pens or crayons, making one large circle. He pastes one cup from an egg carton in the center of the circle, and pastes a brown paper oval on the cup. A construction paper wattle and beans for the eyes complete the turkey. 157

Paper Bag Turkey

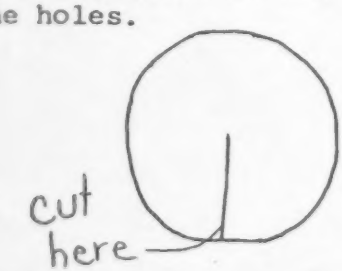
Stuff a small bag full of crumpled newspaper. Tie shut and fluff ends for the tail. Cut wings and a head from construction paper and glue in place. Fringe the tail if desired. 158

Indian Headdresses

Provide each child with a headband made of construction paper. Have a good supply of paper feathers, and reward each instance of good behavior with a feather stapled to the headdress. 159

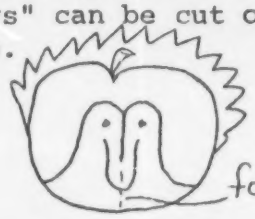
Turkey Hats

Cut a circle from construction paper. The child cuts on a line drawn from the center out. Then slide one side over the other to make a cone, and tape. Give each child several strips of construction paper and demonstrate how to roll them around a pencil to make them curl. The child pastes these "feathers" at the back of the turkey hat, and pastes the head at the front. (Use the pattern from "Handprint Turkeys"). Punch holes in the sides of the hat and string a string through the holes. 160



Fruit Turkeys

161 Use an apple for the body of the turkey. Tail feathers made of construction paper and curled on a pencil are attached to the "back" of the apple with pins. The pattern for the turkey head in "Handprint Turkeys" can be cut on the fold and pinned on the "front" of the apple.



This gives dimension to the turkey. Any other features may be added, and after the turkey serves his purpose, he can be eaten!

Turkey Centerpiece

162 Blow up a round balloon for the turkey's body. The child covers the balloon with papier mache. When the papier mache is thoroughly dry, the child paints the turkey, and adds construction paper details---head, feathers, wings.

CHRISTMAS IDEAS

COGNITIVE GAMES

Christmas Match

Glue Christmas symbols on index cards. Make another set that is the same as first. The child matches cards that are alike. 163

Christmas Bells

Provide several bells of the same size, several of different sizes. The child experiments with ringing the bells, copying the teacher's rings. Play a game where several children are reindeer. Each has a bell, and hides from Santa ("It"). The reindeer ring their bells and Santa tries to find them. 164

Christmas Sequence

Cut out paper trees of red, white, green. Tie a string across the room at the child's eye level. Insert an open paper clip through the top of each tree. Hang some trees on the line in a pattern, such as red, white, green. Give the child several trees and let him place the trees on the line so that the pattern is repeated. 165

Santa's Bag

Display pictures (or actual objects) of toys, foods, clothes, etc. or anything Santa might bring. Describe the item, have the child find the picture or object, and put it in Santa's bag (large sack). 166

Seasonal Senses

The child responds to the following sentences, either by giving an answer verbally or finding a picture that correctly completes the sentence: 167

At Christmas time I see _____.
At Christmas time I Hear _____.
At Christmas time I smell _____.
At Christmas time I taste _____.
At Christmas time I touch _____.

Cookie Match

Trace the pattern of Christmas cookie cutters on heavy paper.
168 The child uses the cutters to make cookie shapes from playdough or clay. He matches the "cookies" to the outline drawing.

What's In My Stocking?

Put a toy or piece of fruit or some similar object in a sock. The child feels the outside of the sock and tries to guess
169 what the object is.

Christmas Books

Make a book in the shape of a Christmas tree for each child.
170 Include four or five pages. The child fills his book with drawings, magazine pictures, and stories relating to a Christmas theme. For example, the book could be titled "Things I Eat at Christmas" and the child would draw or cut out magazine pictures of foods he likes. Other themes might be "Toys I want for Christmas", "Gifts I Give", "Christmas Decorations". The teacher can tie the book at the top with ribbon.

Matching Mittens

Make a tagboard Santa Claus who has bare hands. Make pairs of tagboard mittens of different styles and patterns. Mix them
171 up and store them in a mitten box. Have the child find a pair of matching mittens and place them on Santa's hands.

Christmas Sounds

Tape record sounds of Christmas and have the child guess what
172 they are. Suggestions might be bells, singing, Santa's ho! ho! ho!, people talking, unwrapping gifts, toy that makes a sound.

Eight Reindeer

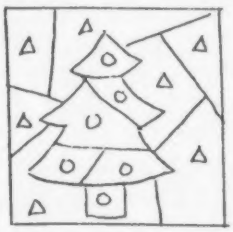
Make eight reindeer cutouts and back them with flannel. Read the poem, and have the child move one reindeer over as each line is read.

173 Long ago this time of year
Santa lost his 8 reindeer
So he searched and finally found
One upon a big snow mound.
But, alas, that was too few
He found another, that made 2.
Then he looked behind a tree
And found another, that made 3.

Then he looked behind a door
And found another, that made 4.
Then he looked beside a hive
And found another, that made 5.
Then behind a pile of sticks
He found another, that made 6.
Then he looked up toward heaven
And found another, that made 7.
Then he looked by a garden gate
He found another, that made 8.
Now he had enough reindeer
To pull his sleigh of Christmas cheer.

Coded Picture

Give the child a color sheet similar to the one shown below. Specify a color code, such as "color O green, color △ yellow." The child colors the picture following the code to find what is hidden. 174



Missing Elf

One child is Santa; he leaves the room. Another child who is the Elf hides. When Santa comes back, he tries to guess who's missing. 175

SONGS AND FINGERPLAYS

"Santa's In the Shop"

Sing to the tune of "Farmer in the Dell", and encourage the children to supply names of toys. 176

Santa's in the shop
Santa's in the shop
Hi ho the derry-o
Santa's in the shop

Santa takes a drum, doll, etc.

"On Christmas Day in the Morning"

Sing to the tune of "This is the Way We Wash Our Clothes"

177

1) This is the way we trim the tree, trim the tree, trim the tree,
   This is the way we trim the tree on Christmas Day in the morning.
   (Stretch on tiptoes, bend down, stretch up again, etc.)
2) Around the tree the children go, etc.
   (Skip around in a circle)
3) This is the way we bounce our ball, etc.
   (Pretend to bounce ball)
4) This is the way we walk our dolls, etc.
   (Bend over and pretend to walk doll)
5) This is the way our choo-choo runs, etc.
   (Chug around)
6) This is the way we fly our planes, etc.
   (Fly around, arms outstretched)
7) Jack-in-the-box will jump up high, etc.
   (Squat, then jump on the word "high"

Christmas Fingerplay - "Here Is Santa"

178

Here is Santa. (one thumb)
Here is his sleigh. (Other thumb)
These are the reindeer. (eight fingers)
Which he drives away.
Dasher, Dancer, Prancer, Vixen, Comet, Cupid, Donder, and Blitzen.
(bend one finger down and back up as each name is called)
Away they all go. (Move hand up and away)

Christmas Fingerplay "Make the Plum Pudding"

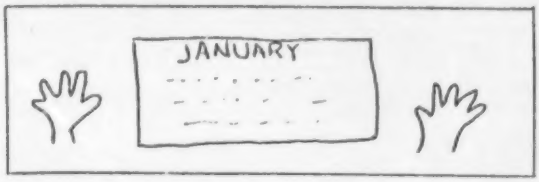
179

Into a big bowl put the plums (put plums in bowl)
Stir about, stir-about, stir-about, stir! (stirring motion)
Next the good white flour comes (add flour)
Stir-about, ...stir! (stirring motion)
Add sugar, and peel and eggs, and spice (add new ingredients)
Stir-about .....stir! (stirring motion)
Mix them and fix them (stir and taste)
And cook them up twice (put in oven)
Then eat it up! Eat it up! Eat it up!
Ummmmm! (Rub stomach)

PARENT GIFTS

Handprint Calendars

Provide a calendar for each child. The child pastes the calendar in the middle of a rectangular piece of red or green poster board. Paint the child's hands with white tempera and have him print one handprint on either side of the calendar. 180



Candlesticks

1) Baby food jars -- The child glues two or three baby food jars together in any manner desired (mouth to mouth, base to base, lids on or off). He then glues the candlestick to a wooden base and paints with tempera. 181

2) Spray-can Lids -- The child glues together spray-can lids, bottle tops, and jar lids into a candlestick shape. He paints with tempera or spray paint, and decorates the candlestick with strips of colored tape or strips of construction paper.

Stationery

The child uses a potato to make stationery. Cut a Christmas symbol in the potato. The child dips the potato in paint, and prints on blank pieces of paper. He prints in the corners or around the edges, leaving a writing space in the middle of each page. Let each child make several sheets, and include envelopes. 182

Greeting Card Bookmark

Draw this shape in the corner of a sealed envelope. The child cuts it out, and draws Santa's features on the front in black ink, completing the face and hat with colored crayon. He pastes on thin layers of cotton for eyebrows and beard. Open from the point, and slip over a book page for a bookmark. 183

Wrapping Paper

Use white butcher paper to make wrapping paper for parents' gifts. Paint the child's hands with red tempera and have him make handprints on the paper. Then paint his bare feet with green tempera and let him walk on the paper. 184

CHRISTMAS CARDS

Frosted Greeting Cards

Make a solution of Epsom salts and warm water; add the salts to warm water stirring constantly till no more crystals will
185 dissolve. The child paints with the solution on paper. When dry, the solution will create sparkling crystals.

One way to use the crystal-look: Paint the front of a construction paper folder with the salt solution. From different colored paper, cut out see-through windows of holiday shapes. Glue to the folder so the sparkle shows through. The child writes his name or draws a Christmas picture on the inside of the card.

Satin Ribbon Card

The child folds a sheet of white drawing paper in half and
186 draws on a design. He decorates the card with bits of different colors of satin ribbon.

CHRISTMAS COOKING

Magic Window Cookies

- 3/4 cup shortening (part butter or margarine, softened)
- 1 cup sugar
- 2 eggs
- 1 tsp. vanilla or ½ tsp. lemon extract
- 2½ cups Gold Medal flour
- 1 tsp. baking powder
- 1 tsp. salt
- About six packages Super Flavor Lifesavers candy (use Wild Cherry, Tangerine, Fancy Fruits, Five Flavors, Crystomint or Butter Rum for best colors)

187

Mix shortening, sugar, eggs, and flavoring. Blend in flour, baking powder and salt. Cover; chill at least 1 hour. Heat oven 375°. Roll dough 1/8 inch thick on lightly floured cloth-covered board. Cut into desired shapes, using a large and a small cutter of each shape to make a cutout section in each cookie. Place cookies on an aluminum foil-covered baking sheet. For larger cookies transfer to the baking sheet before cutting out designs. Place a whole Lifesavers candy in each cutout area. Small cutouts may require that the Lifesavers candy be broken into smaller pieces. Fill the cutouts until the candy is just level with the dough. If cookies are to hang, make a hole in each ¼ inch from top with end of plastic straw. Bake 7 to 9 minutes or until the cookies are very light brown and Lifesavers candy is melted. If Lifesavers candy has not spread within cutout design, immediately spread with metal spatula. Cool completely on baking sheet. Gently remove cookies. Makes about 6 dozen 3-inch cookies.

Holly Wreaths

1 stick margarine	1½ tsp. green food color
35 large marshmellows	4 cups cornflakes
1 tsp. vanilla	red cinnamon candy

188

Melt margarine and marshmellows in double boiler. Add vanilla and food color. Stir mixture into cornflakes and toss till cereal has green gloss. Shape into wreaths with teaspoon on waxed paper. Decorate with cinnamon candies. Let harden. Makes 2 dozen.

ARTS - CRAFTS

Bottle Cap Christmas Tree

189

Outline a triangle-shaped tree on heavy paper. The child pastes bottle caps upside down around the edge of the tree, so the ribbed rims of the caps stick up. Decorate with glitter.

Snowman

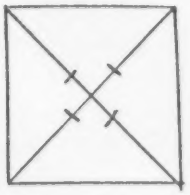
Draw a snowman on heavy paper. Outline the snowman in heavy lines. The child pastes styrofoam packing "S"s inside the lines, and decorates with white paint.

190

Poinsetta

Give each child a red construction paper square with lines drawn on, as in illustration. The child cuts on the lines to the cross marks, and brings every other corner to the center as if for a pin-wheel. Secure with paste or pin. A yellow paper center and heavy green stem complete the flower.

191



Popcorn Trees

192 Cut Christmas tree shapes from green poster board. Pop popcorn without salt or butter, and put small amounts in bags of powdered tempera, a different color in each bag. The child shakes the bag to color the corn. He glues the colored corn on the trees to make "lights". Other decorations, such as glitter or ric-rac, may be added.

Shiny Christmas Pictures

193 The child trims the edges of an aluminum foil plate with holly and berries cut from red and green paper. He chooses a Christmas card picture to paste in the center of the plate. Punch holes at the top and bottom of the plate. The child makes two or three plates and strings them together with red ribbon.

Mache Bulbs

194 The child covers a light bulb with papier mache. Attach a hanging device (a loop of yarn or tree hook) while the mache is wet. After the bulb dries, the child paints it with tempera. Note: Egg carton sections make good "bulb rests" while the child is working on his bulb.

Yarn Ornaments

195 The child dips yarn into liquid starch or watered white glue. He lays waxed paper over a Christmas design, such as a bell, star, etc., and places wet yarn on the waxed paper, outlining the desired shape. Yarn ends should overlap. After the yarn dries, the child pulls away the waxed paper, leaving the yarn in the shape of the Christmas design. Tie to tree with thread.

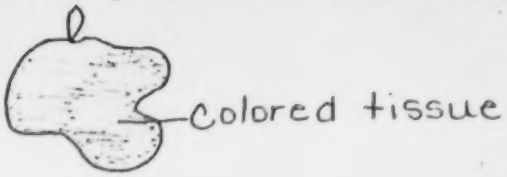
Holly Wreath

196 Provide each child with a green wreath cut from heavy green tagboard. The child pastes crumpled pieces of green tissue paper on wreath. He decorates the wreath with a red bow and small red hole punchouts for holly berries.

Tissue Paper Ornaments

197 The child soaks pieces of string in watered white glue and squeezes out the excess glue. He places the string in an interesting shape on a piece of colored tissue paper. The ends of the

string should meet. He places a second piece of tissue on top of the string and presses down gently along the string. After the string dries, he trims the tissue close to the string. The ornament can then be hung on a tree or in a window.

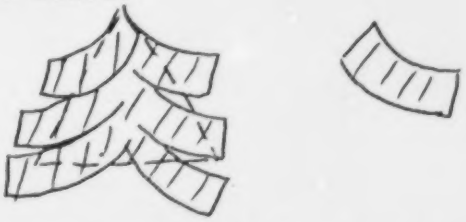


Candy Canes

The child twists red and white pipe cleaners and forms a hook at one end. 198

Paper Plate Tree

Cut branches from the outside edge of a paper plate (branches should be cut in arcs). The branches can be colored green. These are stapled or glued to a cone made of heavy paper, and trimmings may be added. 199

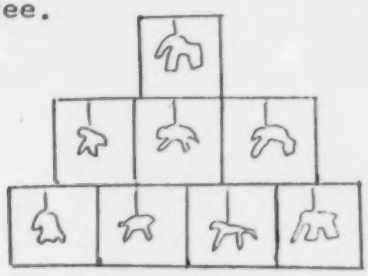


Woven Trees

Cut plastic screening into a Christmas tree shape. The child weaves multicolored yarn through the screening. 200

Animal Cracker Tree

Assemble small ice cream cartons or pint milk cartons (with tops cut off) in a pyramid shape. Glue or brad them together. The child paints them, and ices animal cookies to hang in each section of the tree. 201

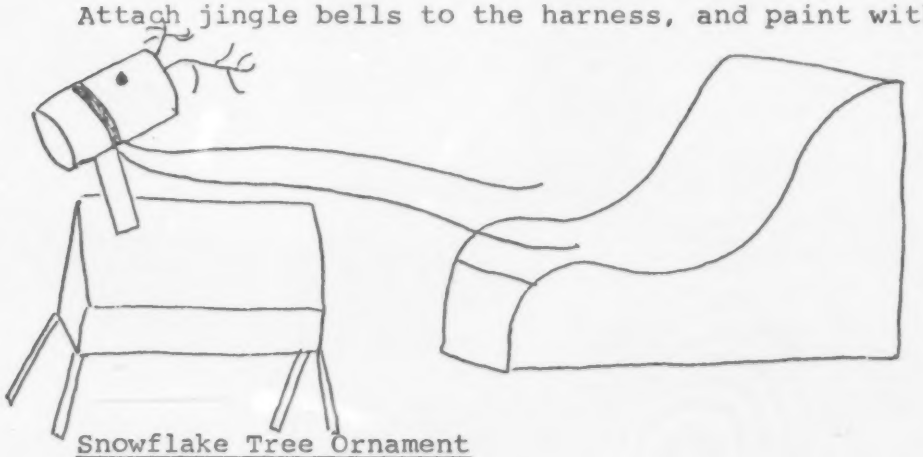


Christmas Sleigh

The teacher makes this child-sized sleigh which can be used for dramatic play, or in the library center, where 2 children can sit in it and read.

202 A television carton is used for the sleigh. Cut the sides down (see drawing), and attach corrugated cardboard to the rolled end, using bookbinding tape. Use orange crates for the seats, and paint with red enamel.

Make a reindeer from a rectangular cardboard carton. Legs and neck are rollers from carpet factory, or possibly tubes from wrapping paper, if sturdy enough. Use an ice cream carton for the head, and branches for the antlers. Reins and harness can be made from strips of gummed tape stuck together, or from ribbon. Attach jingle bells to the harness, and paint with tempera.



Snowflake Tree Ornament

The child paints four popsicle sticks. When they are dry,
203 he glues them together as shown. The ornament should be weighted down while the glue dries. The child decorates the ornament with glitter, sequins, pieces of ribbon, etc.

Wooden Ornaments

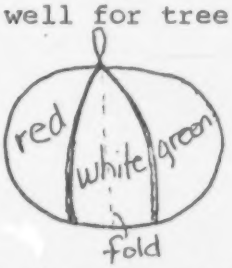
Wooden ornaments should be cut from ¼ inch plywood using a jigsaw. Use simple Christmas shapes for patterns. The child
204 paints the ornaments with tempera, and can sprinkle glitter on the ornament while the paint is still wet.

Mini-sleigh

Provide one cup from a cardboard egg carton for each child. He paints the cup red, and paints two pipe cleaners green. When these are dry, he bends the pipe cleaners to look like sleigh runners, and glues them to the bottom of the cup. The "sleigh" can be filled with candy. 205

3-D Christmas Ornament

Give the child three circles, one green, one red, and one white, all the same size. The child folds each circle in half. He pastes half of the red circle to half of the white; the other half of the white to half of the green; and the other half of the green to the other half of the red. Hang with yarn or ribbon. The same method works well for tree and bell shapes. 206



Eggshell Ornaments

Provide eggshells that are broken in half, so that the rounded ends remain intact. The child strings the eggshells on thread, making a knot at each shell. To prevent the knot from pulling through, fold a small piece of paper and sew through it as you string. Decorate the shells with marks-a-lot or water-colors. 207

Cookie Ornaments

The child makes "cookies" in Christmas shapes using modeling clay and cookie cutters. He makes a hole at the top of each cookie, and strings a ribbon through for a hanging loop. When the clay is thoroughly dry, he paints the "cookies". 208

Snowman Spatter Print

Lay a sheet of blue construction paper on the table and place a snowman cutout in the center. Put white poster paint
209 on a toothbrush. The child runs the brush over a screen, or pulls a tongue depressor over the brush, toward himself, sending paint onto the paper. Let dry. Lift cutout.

VALENTINE IDEAS

Eggshell Valentines

Save and clean empty eggshells. The child crushes the shells between two sheets of paper, using a rolling pin. Provide a heart cut from heavy red paper. The child brushes a thin layer of glue on the heart in random areas, and sprinkles crushed eggshells over the glue. Shake off the excess. 210

Valentine Mobile

Give the child a heavy construction paper circle about the size of a dinner plate. He cuts around and around the circle, spiraling into the center. Tie one end of the spiral with a piece of thread, and suspend the mobile. The child cuts small hearts from paper, and hangs them from the spiral with thread. 211

Personalized Valentines

Cut one cardboard heart for each child. Using a paper punch, "monogram" each valentine with a child's name. Attach yarn or shoelace to the first hole of each card. The child then laces his name on the heart. 212

Valentine Jigsaws

Make a jigsaw puzzle by cutting a heart shape into several pieces. The child tries to put the puzzle together to make a heart. 213

Valentine Counting

Stick small branches into cans of sand, and label each can with a number. Supply paper hearts, each with a loop of yarn attached to it. The child hangs on each tree the number of valentines indicated on its base. 214

Tasty Valentines

Buy or make some plain heart shaped cookies. Mix 2 tsp.
215 powdered sugar, 1 drop food coloring and ½ tsp. water in a small cup. The mixture should have the consistency of melted ice cream. With a small clean paintbrush, the child paints designs on the cookies with the sugar.

Dip-A-Valentine

Put a large old pan on some newspaper, and fill halfway with water. Put 2 tablespoons of turpentine in a small jar, and add
216 ½ teaspoon of any color oil paint. Stir with a stick. Use the stick to drop a few drops of the color mixture onto the surface of the water. It will float. Stir to make interesting swirls. The child lays a piece of white paper flat on top of the water for a second. He takes the paper out and lets it dry on a sheet of newspaper. When it is dry, he cuts heart shapes from the paper. These hearts can be pasted on folded contruction paper to make Valentine cards.

Valentine Goblin

Give the child 2 red heart shapes and 4 long rectangular strips. He pastes the heart shapes together, point to point. He folds each
217 of the strips back and forth, accordian fashion, and pastes one on either side, for arms, and two at the bottom of the second heart for legs. He draws facial features, and ties a string to the top.

Hearts and Dots

The child uses a paper punch to punch out dots from red or white
218 paper. He glues the dots on a heart cut from red, white, or pink paper.

Valentine Designs

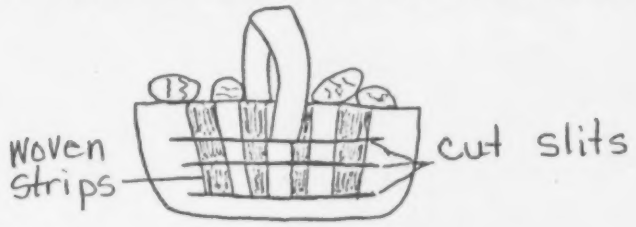
Give the child a heart shape cut from stiff paper. He places the heart on a piece of plain paper and draws around its edge. He
219 then places the heart in another position, possibly overlapping the first heart, and draws around it. He repeats this process several times, and can color the hearts when he finishes.

EASTER IDEAS

Woven Basket

Draw a large basket outline on a 9 - by - 12 sheet of heavy paper. Cut lines horizontally from one side of the basket to the other starting one inch from the left side of the basket and ending one inch from the right side. Supply the child with several strips of colored paper. He weaves these strips vertically through the slits, and pastes them at the top and bottom. A three-dimensional handle may be attached, using an 11-inch strip of paper bent in half. One end is pasted to the background, the other is pasted under a weaving slit. The child decorates small paper eggs and pastes in the basket.

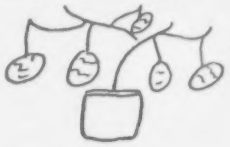
220



Easter Egg Tree

Provide a small tin can for each child. Have each child find a small tree branch . Assist the children in mixing a small amount of plaster of paris, following directions on the package. Fill each can about two-thirds full, and have the child stick his tree branch in the plaster. He holds the branch a few minutes, until the plaster hardens. Assist the child in spray painting the tree. Provide several small posterboard eggs. The child decorates the eggs with crayons, yarn, glitter, ribbon, etc. Tie a loop of yarn to each egg, and have the child hang the eggs on his tree.

221



Decorated Eggs

The child decorates hard-boiled or large posterboard eggs by:

1) painting the egg with watercolors and gluing on clusters of tiny straw flowers.
2) punching out colored paper dots with a hole punch and pasting on the egg.
3) gluing yarn to the egg
4) covering the egg with small pieces of tissue paper, glued on with a mixture of glue and water.

222

Easter Baskets

Cut the tops off plastic bleach bottles, leaving the base as deep as desired. Cut a strip for the handle from the discarded
223 top section, and attach to the base with brads. The child decorates the basket with yarn, ribbon, glitter, etc., and stuffs Easter grass in the basket.

Jelly Egg Nest

This can be used as a party favor. The child covers a coke
224 bottle cap with foil, and places two or three jelly beans in the upside-down cap.

Number Eggs

Attach a numeral to the front of each of ten strawberry baskets.
225 Provide jelly beans or small eggs. The child counts the appropriate number of eggs into each basket.

Matching Number Eggs

Using plastic eggs such as L'eggs containers, write a numeral on one half of an egg and the corresponding number of dots on the
226 other half. Separate the halves, and have the child match numerals and dots by reassembling the eggs.

Kinds of Eggs

Eggs can be used or eaten in a number of ways. Encourage the children to list some of these ways, and provide opportunities
227 for them to taste eggs cooked different ways: scrambled, fried, poached, boiled, with salt, without salt.

Potpourri of Helpful Hints

For The Classroom

Meat Trays

To aid in keeping puzzle pieces, beads, pegs, etc., together while the children are using them, provide paper plates or meat trays to use alongside the puzzle. The child puts all the puzzle pieces in the tray and takes them out as he needs them for the puzzle. This helps keep little pegs, pieces, etc. off the floor, and may help avoid losing pieces. 228

Color Storage Jars

Wrap a strip of one color of construction paper around a large baby food jar or small Crisco can. Make one can for each of the basic eight colors. Use these jars or cans to store jumbo crayons. The crayons are sorted into jars according to color. All the jars can be stored in one large box for easy handling. This not only helps keep crayons straight, but also assists the child in learning to sort colors after using them artistically. 229

Scissors Holder

Using a bottle opener, punch about ten holes in the top of a large juice can, all around the edge. Bend the metal as far back inside the can as it will go. Then spray paint the can. Child-size scissors fit perfectly in the holes, point down. 230

Mailbox

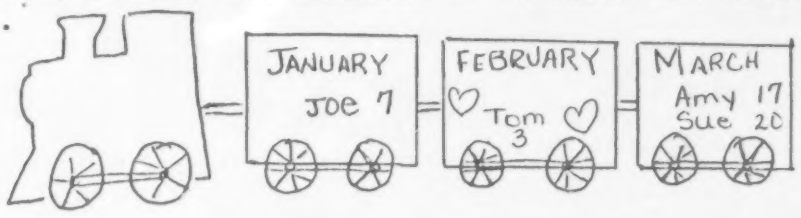
Provide one envelope for each child, with his or her name written on it. Also provide a box decorated like a mailbox. Display the envelopes and mailbox on a table near the door, and each morning as the children come in have them "mail" their letters. This helps them learn to recognize their names, and also helps you check roll! 231

Birthday Train

The birthday train consists of a paper engine and 12 cars, one for each month of the year. Each child's name and day of birth are posted on the appropriate train car.

Variations: The childrens' names and birthdays are written on paper cakes, hidden inside doors cut in each car. On the first day of each month, the doors to that car are opened to find out who has birthdays during the month. The cakes are then posted on the calendar, giving the children the opportunity to "count down" the days till their birthdays. 232

Another variation might be to decorate each car with appropriate symbols to aid the children in identification of the months. For example the January car is decorated with snowflakes, the February car is decorated with hearts, etc. These symbols might make it easier for the children to remember the names of the months.



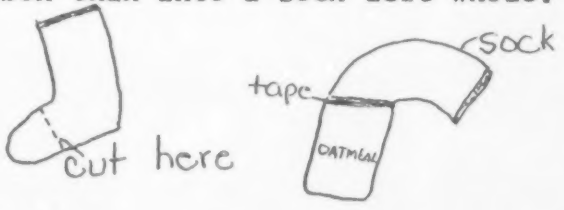
Blackboards and Erasers

Paint small masonite (hardboard) or cardboard squares with chalkboard paint (available at most paint stores). When the paint is dry, the child writes on a small blackboard just as he does on a large one.

233 Carpet samples can be attached to each small blackboard by punching holes in the boards and tying the carpet on with string. The carpet serves as an eraser for the small blackboard.

Feely Boxes

Cut an old sock across the middle of the foot section, as illustrated. Tape this open end to the open end of an oatmeal
234 box, and put an object in the box. It is easier for the child to reach into the box than into a sock left whole.



Show and Tell Box

Decorate a large box, and paste or print SHOW AND TELL across the front. On show-and-tell day, the children put what they
235 brought to share in the box. Then at show-and-tell time, the teacher pulls out one item at a time, and the child who brought it shares with the group. Having a definite place to put the items cuts down on the chances of losing them or playing with them during other children's turns.

Templates

Make templates using the plastic tops from sherbet containers. Draw a shape on the lid and cut it out. The child puts the lid on a piece of paper and traces the shapes. 236

Library Club

Make three or four pairs of glasses using pipe cleaners or round plastic lids with holes cut for eyes. Real frames can be used if they are available.

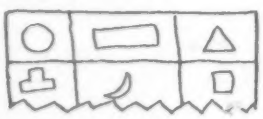
When a child goes to the library center he puts on a pair of glasses. When all the glasses are in use, other children must wait to come to the center until a pair is available. This controls the number of children in the library center at any one time. 237

Puppet Stage

A puppet stage can be made from a commercially purchased window shade. A brightly colored one works best. Unroll the shade and press it flat. In the middle, cut a square opening, as wide as the stage is to be. Then hang the shade in a doorway or from a chart rack. Puppeteers stand behind the shade and manipulate the puppets in the window. 238

Game Cards

When making games, cards, etc., cut the bottom of the cards with pinking shears. This gives the child a tactual clue as to top and bottom of the card and will help eliminate confusion in directionality. 239

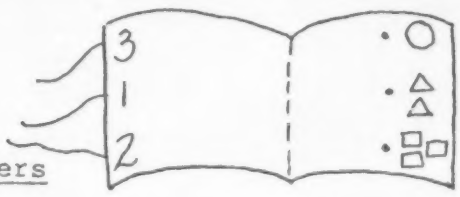


Art Time

1) A pinch of salt in tempera paint will make the paint thicker and the colors brighter.
2) Add a little detergent to tempera to make it easier to wash out of clothes.
3) Paint the handles of brushes to match the colors they're to be used in. 240

Folders

Regular manila folders can be used in making concept games. Open the folder, print numerals on the left side and paste pictures
241 of sets on the right. Attach yarn to each numeral, and a brad next to each set. The child then strings the yarn from the numeral to the set, and wraps the yarn around the brad. This idea can also be used for matching colors, letters etc.



Bell Ringers

242 When it's time to clean up, have one child who has been designated as "bell ringer" sit in a chair at the front of the meeting place. He rings a bell signaling that it's time to clean up. He continues ringing until all children are at the circle. Make up a song about picking up toys to sing while cleaning up.

Glue Storage

243 Use ketchup squirters for starch or white glue holders.

Easel Ideas

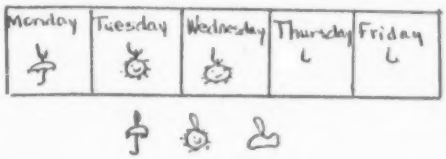
1) Tape three large crayons together. The child can use these to draw on paper attached to an easel.
2) Cut plain rectangular easel paper in different shapes for the child to paint:

3) Use different types of paper to paint on: butcher, manila,
244 construction, newspaper, cardboard, paper towels, paper bags, wall paper, cloth.
4) Hang a small mirror at the easel so children can see themselves paint.
5) Put 3 or 4 different size brushes at the easel.
6) Put two colors (red, blue) on one side and two different colors (green, yellow) on the other side. Children on opposite sides share the colors.
7) Instead of paint, provide shaving cream. The child must use his hands -- no brushes!

Calendar Ideas

Many young children don't understand the concept of the calendar. Day 27 in month September is fairly abstract for many kindergarteners. Here are some alternate ways to mark days of the week:

1) On a tagboard rectangle, mark off 5 equal sections. Write the names of the days in the sections, with Monday on the left. Insert a cup hook in each section. Below the rectangle, display paper representations of types of weather -- cloud, sun, umbrella, etc. Then each day discuss the name of the day and what kind of weather is occuring. The paper figure is hung with a paper clip on the cup hook under the appropriate day. Discuss tomorrow and yesterday. On Friday, count the number of sunny days, cloudy days, etc.



2) Sing "If You're Glad It Is Monday" substituting each day's name when appropriate. The song is sung to the tune of "She'll Be Comin' Round the Mountain" and goes like this:

If you're glad it is Monday, clap your hands (clap twice)
If you're glad it is Monday, clap your hands (clap twice)
If you're glad it is Monday
If you're glad it is Monday
If you're glad it is Monday, clap your hands (clap twice)

Use other movements, such as stamp your feet, turn around, nod your head.

3) Make a cardboard TV from a box. Each day, a child is chosen to be the "daily reporter". He "appears" on TV, tells the name of the day, what kind of weather is occuring, and something unique that happens on that day. For example, "Today is Monday. It is sunny. On Monday, we go to the library." On the calendar, the child posts a picture of the weather and the activity.

The project presented or reported herein was performed pursuant to a Grant from the United States Office of Education, Department of Health Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Office of Education; and no official endorsement by the United States Office of Education should be inferred.

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